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ABSTRACT

Seven reading readiness skills essential for young children's language development are presented in this curriculum guide. Following an introductory overview of the curriculum and its philosophy (including the aims, rationale, and objectives), the seven reading readiness skills are described. These skills are (1) auditory discrimination of sounds appropriate for reading; (2) visual discrimination of letters and words; (3) alphabet knowledge; (4) concept vocabulary and language development necessary for reading; (5) interest in books, story sense and sequence, and attention to reading tasks; (6) ability to follow verbal and written directions; and (7) emotional and social maturity. General goals and specific objectives for teaching applications are presented, along with suggested teaching strategies and evaluation tools designed to help meet these goals and objectives. Also included is a discussion of methods for evaluating the curriculum and the child's overall success with this program. A list of various screening devices and evaluation tools that may be utilized as pre- and posttests for the curriculum is provided in Appendix A. Appendix B discusses the use and importance of classroom book centers and lists various authors of children's literature. Appendix C supplies the names of some materials designed to enhance reading readiness skills. Appendix D gives the reader the names and addresses of publishers that produce reading readiness materials. A list of references for further reading is also provided. (Author/MP)

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CURRICULUM GUIDE:

READING READINESS

by

John J. Hoover M.A.E.D.

January 1982

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INTRODUCTION

Reading readiness has been defined as a state of general maturity which, when reached, allows the child to learn to read without major reading difficulties (Harris and Sipay, 1977). Reading is an area that is mastered only after a sequential process of growth and learning has taken place. There exist many different factors that contribute to the development of reading skills. Children develop different kinds of skills along a continuum, with each step of progress leading to a logical next step. In general terms, reading readiness skills provide the first step and a major cornerstone for the actual process of reading.

Although reading readiness is accepted as an important area of reading, some controversy exists as to what readiness skills are necessary before formal reading instruction should take place, and at what point in the child's education should readiness skills be introduced. General intelligence, experience, and language development are three areas which are accepted by educators as being very important in the reading process.

One prerequisite for beginning this curriculum with a child is that he have the intellectual capacity to perform and understand the various reading readiness skills. Concern for a child's general intelligence may be indicated if he lacks curiosity, is unable to give explanations, has poor comprehension, or if his language development is delayed. The child should also have a minimal amount of experiences to draw upon, to begin to relate skills learned with his prior experiences. Limited experience is possible if the child's experience is confined to his own neighborhood, if the child is unfamiliar with traditional stories or

nursery rhymes, or if common concepts are not known. Also, the student's language should be sufficiently developed so he is able to understand what is said to him and is able to communicate with others. Important is the idea that both experience and language will be developed as reading readiness skills are learned; however, a minimum level of each, which will allow the child to begin readiness skills with some degree of success is important prior to beginning the formal instruction of these skills. If it is determined through observation and screening devices that the child lacks a minimal degree of experience or language, the teacher should first attempt to increase the skills in these areas, prior to implementation of this curriculum. These areas may be enriched through field trips of various community resources, such as police or fire departments, city zoo, stores and farms. Language development should be incorporated into discussions during and after each place visited.

Teacher Competences

Teacher competences required for the successful implementation of this curriculum include: (1) general knowledge of child development and growth; (2) knowledge, gained through screening devices, of each child's general intelligence, language development, experience, and vision and hearing; (3) a working knowledge of the importance of each readiness skill presented in this guide; (4) an understanding of various teaching methods; and, (5) the ability to group children according to skills, development, and needs. In-service concerning these areas will be provided to individual teachers or small groups as the need arises.

Use of Curriculum Guide

Implementation of this curriculum should begin with the basic understanding of how young children grow, develop, and learn best. Children learn best (a) when they are accepted by adults and other children, (b) when they have a positive self-image; (c) if given the opportunity to explore and discover through experiences; (d) when the curriculum considers the child's total development and individual interests, strengths, and weaknesses; and, (e) when each child's rights and freedoms to learn are protected without sacrificing those of other children.

Methods of introducing skills and maintaining interests should begin with your child's previous experiences, the child's most recent experiences, community resources, and school materials available to you. The teacher should also provide for a balance and variety of educational experiences and activities. These activities should vary among indoor/outdoor, structured/unstructured, individual/small and large group, active/passive, and informative/creative.

The seven reading readiness skills described within this curriculum include: (1) auditory discrimination of sounds appropriate for reading; (2) visual discrimination of letters and words; (3) alphabet knowledge; (4) concept vocabulary and language development necessary for reading; (5) interests in books, story sense and sequence, and attention to reading tasks; (6) following directions; and, (7) emotional and social maturity. Each of these areas will be introduced in terms of their importance to reading. General goals and specific objectives for teaching application will also be presented, along with suggested teaching strategies and evaluation tools to help meet the goals and objectives for each skill area.

The general philosophy of this curriculum, which includes overall aims, rationale, and objectives will preceed the introduction of the skill areas. Following the content outline of the skill areas is a discussion of methods for evaluating this curriculum and the child's overall success with this program. Appendix A provides a list of various screening devices and evaluation tools that may be utilized as pre and post tests for this curriculum. Appendix B discusses the use and importance of classroom book centers and lists various authors of children's literature. Appendix C supplies the names of some materials designed to enhance reading readiness skills. And, Appendix D gives the reader the names and addresses of publishers that produce reading readiness materials. A list of references for further reading is also provided.

Prior to implementing this curriculum, each child should be assessed to determine those skills already acquired and those that still need to be mastered. Through screening the child's vision and hearing, language development, experiences, and general knowledge can be determined. This author recommends that the "Cooperative Preschool Inventory" be given as an initial screening device to determine skills learned, and that the "Metropolitan Readiness Test" be given as a post-test to determine overall mastery of skills learned through the use of this curriculum. As indicated, Appendix A supplies a list of various devices which may be used in addition to, or instead of the ones recommended by this author. Each measure will provide the necessary information concerning reading readiness skills.

Once the pre-test or screening device has been administered and interpreted, each child's program should consist of learning those skills which he is deficient in, as well as, periodically reviewing those that

have been mastered. The length of time to complete and adequately master each skill will vary with each child. The approximate time will be five to nine months for most children, given that the child is in school for a half-day, attending school on a daily basis. This is an estimate timeline and children who are able to progress at a faster rate should proceed at a pace particular to their needs, as should a child who progresses at a slower rate be given supplemental activities and proceed at a slower pace if necessary to master each skill. Grouping of students should be structured in a way to ensure that each child will be able to progress at a rate specific to their needs.

Concepts should be taught in the simplest of terms for those children who have minimal experiences and more detailed information should be shared with those who have numerous experiences. A number of skill areas may be worked on simultaneously, allowing the children to see relationships among different skills and enable the teacher to introduce new skills while reviewing others. Some children will learn some reading readiness skills incidentally as they interact with their environment, while others will need to be taught readiness behaviors very specifically. A variety of teaching methods and materials should be utilized, thus giving every child sufficient opportunity to increase language development, experiences, and other basic readiness skills. Consideration should be given to minority children when selecting instructional activities and educational materials.

With reference to procedures for implementing this curriculum on a district wide basis, this writer recommends the teachers be given one school year to review and experiment with this curriculum and have it

officially be put into effect the following year. This will enable teachers to gather materials and if necessary, attend in-services to become better familiar with child development, as it relates to reading. An alternative plan for implementation is to have a select group of teachers use this curriculum with their class, and if successful, begin the following year with all teachers using this guide. This curriculum as it relates to success in mastery of skill areas, should be reviewed yearly for at least the first three years, with periodic two to three year reviews following thereafter. Revisions should be made as necessary.

PHILOSOPHY OF CURRICULUM

Aim: The student will master reading readiness skills and increase language development through broadened life experiences.

Rationale: The development of reading skills from first grade through high school follows a sequential continuum where each successive step requires the mastery of each preceeding step. Adequate mastery of reading readiness skills is the cornerstone to this continuum. The understanding and spontaneous recall of various readiness skills will enable each child to build a solid base for reading skills learned throughout his school years.

Many occupations encountered throughout life require a reading competency that is quite high, and, proficiency in reading is required for most academic learning. The ability to master reading skills at each grade level will help each child to progress through school without major academic difficulties, thus allowing the child to proceed through the grades with his peers. Adequate knowledge of reading readiness skills is the beginning of the process of becoming a proficient reader, which in turn will help each child to begin to give positive contributions to society and to the total school community.

This curriculum will provide students with a basic knowledge and understanding of readiness skills required for reading success. Children will progress through these skill areas at a rate individual to their specific needs. A variety of methods and experiences that directly relate to reading will be utilized, thus enabling each child to see simple relationships between these skills and the reading process. Overall

proficiency in the use of each skill should be quite high, allowing the student to see their success and progression toward becoming a beginning reader. Obtaining a high skill mastery level will also help teachers and parents of each child begin to see and appreciate their child's growth from non-reading into beginning reading.

Curriculum Task Analysis

The objectives, methods, and materials utilized in this curriculum will be learned in an environment similar to the conditions under which the actual reading process will proceed. The learning categories primarily emphasized within this curriculum include knowledge, skill, disposition, and experience. Each child will know the basic skills necessary for beginning reading. Each child will also be able to apply this knowledge through performance of each reading readiness skill. Since cognitive and some motor skills are closely interrelated in the reading process, application of learned knowledge will include skills using both cognitive and motor abilities. Since reading readiness is the first major step in the overall reading process, the child's disposition or attitude toward reading will begin to form at this time. How a child feels toward reading will become important as he continues through the reading process. Objectives and experiences learned through this curriculum are designed to help each child foster a positive attitude toward reading.

The significance of the knowledge each child learns and application of that knowledge is found in the actual experience of reading. As each child acquires various readiness skills, these learned skills will be applied to the actual process of reading. Experiencing the use of each

skill in the reading process, particularly by attending to reading tasks, is a major component of this curriculum.

The materials utilized within this curriculum appropriately and directly relate to reading, thus further emphasizing the importance of each skill. The time required for both instruction and practice of each skill area will vary among children. Sufficient time, however, should be given to enable each child to become highly competent in the use of each skill, where automatic recall of learned knowledge takes place. This is very important in the overall reading process due to the extreme use of these skills in subsequent reading. If the child is highly proficient in recalling and applying readiness skills, major reading problems may be avoided as the child begins the formal reading process.

Curriculum Objectives

The child who has successfully completed this curriculum will master the following objectives:

(1) Given various letters and words, the student will verbally and in written form identify the similarities and differences of these items with 95% accuracy.

(2) Given various letters, sounds, and words, the learner will verbally identify those that are the same and different with 95% accuracy.

(3) Given each upper and lower case letter of the alphabet, the child will verbally and in written form identify the name of each letter with 100% accuracy.

(4) Given a word or description of a word, the student will verbally, in written form, or physically identify the given item with its appropriate meaning with 90% accuracy.

(5) After hearing a story read, the learner will relate the proper sequence of that story with 90% accuracy.

(6) Given a number of children's books, the student will display an interest in reading by choosing to have a story read to him or by looking at a book silently.

(7) While looking at a word, the child will verbally identify the proper sequence of the letters in that word with 100% accuracy.

(8) After hearing and observing a story read by the teacher, the learner will recite the reading tasks used by the teacher with 90% accuracy.

(9) Given various pictures, letters, and words, the child will mark the correct items, as given by verbal directions with 90% accuracy.

Evaluation of each of these objectives should be an on-going process. Both criterion-referenced and norm-referenced measures should be utilized. A norm-referenced test, (see Appendix A), should be used as a culminating activity of this curriculum, and subsections of criterion-referenced tests, which accompany most commercial materials designed to teach reading readiness skills, should be used after each major skill area has been completed. This will enable the teacher to know, specifically, what subskills in a particular area the child has adequately mastered, and those that will need further review.

CONTENT OUTLINE OF SPECIFIC SKILL AREAS

Auditory Discrimination

Auditory discrimination of sounds in words and letters is an essential skill necessary for reading readiness and reading. Students with this ability will hear sounds in words and will adequately associate sounds with their visual symbols.

Aim: Students will identify whether the sounds of letters and words are the same or different.

Behavioral Objectives:

(1) Given two words, verbally, the learner will orally identify whether the words are the same or different with 95% accuracy.

(2) Given two or more words, verbally, the student will orally identify whether the words begin with the same sound with 95% accuracy.

(3) Given two or more words, verbally, the child will orally identify whether the words end with the same sound with 95% accuracy.

(4) Given two or more words, verbally, the learner will orally identify whether the words rhyme with 95% accuracy.

(5) Given two or more phrases, verbally, the child will identify whether the phrases are the same or different with 90% accuracy.

(6) Given two lines of verse, verbally, the student will orally identify whether the lines rhyme with 90% accuracy.

(7) Given a word, verbally, the learner will orally identify

whether a given sound comes at the beginning or end of the word with 90% accuracy.

(8) Given two or more words, verbally, the child will orally identify whether the words have the same medial sound with 90% accuracy.

Strategies: Further information concerning activities listed from numbers 1-7 may be found in "Reading Aids" by Russell and Karp.

(1) Name game

(2) Beginning and ending sounds for a day

(3) Drawing beginning and ending sound pictures

(4) Rhyming from pictures

(5) Guessing rhyming game

(6) Rhyming verse

(7) Beginning and ending sound picture cards

(8) Worksheet activities:

(a) Identifying same or different beginning and ending sounds of words and pictures

(b) Identify same or different phrases

(c) Identify same or different medial sounds

(9) Puzzle cards--pieces that rhyme interlock together

Evaluation:

(1) Criterion-referenced test associated with commercial materials utilized

(2) Overall success of daily lessons

(3) Auditory Discrimination Test (Wepman)

Visual Discrimination

Visual discrimination of letters and words is also an essential skill necessary for reading. The student who has mastered this skill will be able to visually identify words and letters that are the same or different.

Aim: The learner will visually identify letters and words that are the same or different.

Behavioral Objectives:

(1) Given a written letter, the child will mark the corresponding choices that match the original letter with 95% accuracy.

(2) Given a written letter cluster (blend or diagraph), the learner will mark all choices that match the original cluster with 95% accuracy.

(3) Given a written word, the student will mark all matching choices with 95% accuracy.

(4) Given a written phrase, the learner will mark all matching choices with 95% accuracy.

(5) Given a written word or phrase, the child will mark corresponding words or phrases found within written content with 90% accuracy.

Strategies: Further explanation of activities listed from number: 1-6 may be found in "Reading Aids" by Russell and Karp.

(1) Self-teaching book for letter and word matching

(2) Matching letters and words card game

(3) Airplane game

(4) Phrase matching game

(5) Find word elements

(6) Self-teaching book for letter cluster matching

(7) Worksheet activities:

(a) Identifying matching letters, words, phrases, and letter clusters

(b) Identifying same beginning and ending letters

(c) Identifying problem letters (p q b d).

(d) Identifying problem words (no, on, saw, was).

(8) Matching lower and upper case letters

(9) Finding and matching phrases with sentences

(10) Find specific letters and words within written context.

Evaluation:

(1) Criterion-referenced tests associated with commercial materials designed to teach reading readiness.

(2) Overall success of daily activities

Alphabet Knowledge

Knowledge of letter names is necessary and will help in the success of beginning reading. Students who know letter names may have them referred to in reading lessons or when directions are being given. Naming of letters is a first experience, for most children, with sound-symbol relationships.

Aim: Students will verbally name the letters of the alphabet with 100% accuracy.

Behavioral Objectives:

(1) Given a written upper or lower case letter, the learner will name the letter with 100% accuracy.

(2) Given a letter, verbaliy, the student will mark the correct written letter named with 100% accuracy.

(3) Given a written lower-case letter, the learner will mark the corresponding upper-case letter with 100% accuracy.

(4) Given a written upper-case letter, the learner will mark the corresponding lower-case letter with 100% accuracy.

Strategies: Further explanation of activities listed from numbers 1-9 may be found in "Reading Aids" by Russell and Karp.

(1) Initials

(2) Letters all around us

(3) Alphabet objects

(4) Little letter stories

(5) Letter names for the day

(6) Erase a letter

(7) Lower upper case letters

(8) Alphabet Pretzels (Recipe)

(9) Accordion Alphabet Book

(10) Worksheet Activities:

a) Matching lower and upper case letters

b) Identifying letter names

c) Producing letters

d) Matching similar letters

e) Matching pictures that begin with the same letter

(11) Alphabet song

(12) Matching game--upper and lower case alphabet cards

Evaluation:

(1) Criterion-referenced tests associated with commercial materials designed for reading readiness

(2) Success on daily activities

(3) Roswell-Chall Diagnostic Test of Word-Analysis Skills

Concept Vocabulary and Language Development

Vocabulary development should help each child understand meanings of key words found in beginning reading. Essential concepts and labels are important for initial success of beginning reading. Included are words that describe direction, size, quantity, spatial concepts and time.

Aim: The learner will identify or perform the meaning of selected concepts.

Behavioral Objectives:

(1) Given a word, verbal or written, the child will match that word with an appropriate picture with 90% accuracy.

(2) Given a verbal explanation of a word, the student will orally identify the word described with 90% accuracy.

(3) Given a word verbally, the learner will orally identify or physically demonstrate the meaning of that word with 90% accuracy.

Strategies: Further explanation of activities listed from numbers 1-5 may be found in "Reading Aids" by Russell and Karp.

(1) Building vocabulary

(2) Concepts for word-perception

(3) Descriptive word games--objects and pictures

(4) Shoe Box concept Game

(5) Analogies and Opposites

(6) Worksheet Activities:

a) Identifying size and position of various objects

b) Classification of pictures

(7) Interpreting pictures

Evaluation:

(1) Criterion-referenced tests associated with commercial materials designed for reading readiness

(2) Success of daily activities

(3) Boehm Test of Basic Concepts

Interests, Sequence, and Attention to Reading Tasks

The classroom should contain visuals, books, and centers that promote interest in reading. Understanding a story's sequence and various reading tasks, such as left to right sequence, can be introduced through actual reading experiences from books contained within the classroom setting.

Aim: The student will identify the story sequence and reading tasks after listening to stories of their choosing.

Behavioral Objectives:

(1) Given a number of children's books, the student will select a book he wishes to look at.

(2) After listening to a story of his choosing, the learner will recite the important details of the story sequence with 90% accuracy.

(3) Given a picture, the learner will verbally build a story with a beginning, middle, and end with 90% accuracy.

(4) Given a series of pictures, the learner will arrange the pictures in their proper sequence with 100% accuracy.

(5) After having a book of his choice read to him, the child will recite the reading tasks or mechanics used by the reader with 90% accuracy.

(6) Given a reading skill task, the learner will complete the task using left to right sequence with 100% accuracy.

Strategies:

(1) Following a story as it is read

(2) Selecting a story to be read

(3) Story books accompanied by cassette tapes or record

(4) Retelling a story

(5) Story sequence with pictures

(6) Choosing the main idea of the story

(7) Identifying reading tasks used by reader

(8) Establishing a reading corner with a bathtub or bean bag chair as places to read

(9) Round Robin Story Telling

(10) Completing pictures

(11) Correct use of top and bottom of page

Evaluation: Due to the nature of this skill area, some subjective evaluation will be necessary to determine mastery of behaviors listed in objectives number 1 and 3.

(1) Criterion-referenced tests accompanying commercial materials designed to teach reading readiness

(2) Success of daily activities

(3) Observation of child's use of reading center and how often he chooses books over other activities available.

Following Directions

The ability to follow verbal and written directions is important to the success of reading. Children need to be taught how to follow directions. Activities concerned with following directions should begin with pictures and proceed into the use of letters and words. Due to the nature and scope of this area some of the strategies provided will not relate directly to reading tasks, but are indirectly important in the reading process.

Aim: Given verbal directions, the learner will recite and/or perform what he is expected to complete.

Behavioral Objectives:

(1) Given a page with pictures, letters, or words, the learner will mark the page as instructed through verbal directions with 90% accuracy.

(2) Given a series of verbal directions, the child will perform, in the proper sequence, what was asked of him, with 90% accuracy.

(3) The learner will gather, use, and replace classroom materials as indicated through verbal directions with 95% accuracy.

Strategies:

(1) Circling an item

(2) Appropriately marking items

(3) Physically demonstrate verbal directions

(4) Matching pictures

(5) Making various recipes

(6) Reciting directions prior to beginning task

(7) Simple projects involving the use of pairs of children

Evaluation:

(1) Criterion-rererenced tests accompanying commercial materials designed for reading readiness

(2) Success of daily activities and ability to follow daily routines.

Emotional and Social Maturity

The child's emotional and social development, particularly self-concept, is an area also important to reading success. A student's emotional development and its relationship to reading is a controversial issue, with the exception of self-concept (Hoover, 1978). Literature shows that, in general, the higher the self-concept the greater success the child will have in reading. Similar to the skill of following directions, activities designed to enhance self-concept will be indirectly related to reading tasks; however, due to a known relationship between self-image and reading success, effort whould be made in this area to help each child increase and maintain a positive self-image.

Aim: The student will gain confidence in themselves utilizing basic interaction skills.

Behavioral Objectives:

1. Given various life situations, the learner will verbally identify different feelings expressed in these situations with 90% accuracy.
2. Given group discussion settings, the student will display greater self-confidence through increased verbal interaction.
3. Given group settings, the learner will demonstrate a greater inclination to ask questions of the teacher and classmates.
4. Given small and large group situations, the student will share materials with others.

Strategies:

1. Dramatization of a story
2. Show and tell
3. Working with one other student or in small groups
4. Sharing of materials

5. Discussion of pictures showing various feelings and emotions

6. Role playing

Evaluation: Due to the nature of this skill area, some subjective evaluation will be necessary to determine mastery of objectives.

1. Vineland Social Maturity Scale

2. Observations of child's daily interactions with others.

CURRICULUM EVALUATION

Evaluation of each child's progress throughout this curriculum is an on-going process. Evaluation of the knowledge each child has learned, the ability to apply that knowledge, the child's increased awareness, interests and attitudes toward reading, and, experiencing these tasks in the actual reading process has taken place at various intervals throughout this curriculum. This on-going evaluation based on actual performance, is designed to help ensure that the child will master each objective upon completion of each major skill area. The teacher will not have to wait until the entire curriculum is completed to find gaps in each child's progress.

Thus, when each child completes this reading readiness curriculum, he should have the necessary skills to begin the formal process of reading. As a final check to be certain these important skills have been mastered and retained, a final readiness test to determine proficiency in the use of these skills should be administered. This writer recommends that the Metropolitan Readiness Test be used for this purpose. However, a list of other readiness tests is provided in Appendix A should you decide to use another test measure. If it is determined that a child lacks certain skills and objectives, these should be reviewed and mastered, prior to beginning formal reading instruction. Mastery levels of at least 90% for most objectives were required of all readiness skill areas learned through this curriculum. This same expectation should be held for the various criterion-referenced tests and the norm-referenced tests used as evaluation tools.

Success of this curriculum with reference to ideas presented,

content provided, and information concerning methods and materials will be determined by the success children have with each major skill area and by feedback provided by teachers who have put this curriculum into practice.

APPENDIX A

EVALUATION TOOLS

Listed are various screening devices and standardized tests that my be used as evaluation tools to help determine reading readiness.

Screening Devices

(1) Cooperative Preschool Inventory

(2) Preschool Attainment Record

(3) Inventory of Early Development (Brigance)

Norm-Referenced Tests

(1) Metropolitan Readiness Test*

(2) Gates-MacGinitie Readiness Skills Test

(3) Harrison-Stroud Reading Readiness Test

(4) Macmillan Reading Readiness Test

(5) Clymer-Barret Prereading Battery

(6) Murphy-Durrell Reading Readiness Analysis

(7) Lee-Clark Readiness Test

(8) Auditory Discrimination Test (Wepman)

(9) Boehm Test of Basic Concepts

(10) Roswell-Chall Diagnostic Test of Word Analysis Skills

(11) Walker Readiness Test for Disadvantaged Preschool Children*

*These test measures are appropriate for use with minority children.

APPENDIX B

SELECTED AUTHORS OF CHILDREN'S LITERATURE

Establishing a reading or book center is very important to children who are learning reading readiness skills. Some suggestions for selecting books for your reading center include choosing books that are sturdy, but easy for children to use. The stories should have one to three characters with story plots that are simple and about happenings that are familiar to young children. The illustrations should be believable, attractive, and contain simple detail. Other desirable qualities of young children's books include the use of repititious catchy phrases, humor, surprise, action, rhyme, direct conversation, and reasonable conclusions. Some authors of children's literature are:

1. Alexander, Martha
2. Brown, Margaret Wise
3. Burton, Virginia Lee
4. dePaola, Tommie
5. Dr. Suess (Geisel, Theodore)
6. Fisher, Aileen
7. Graham, Margaret Bloy
8. Hoff, Syd
9. Ipcar, Dahlov
10. Jewall, Nancy
11. Keats, Ezra Jack
12. Langstaff, John
13. Lenski, Lois
14. Lindgren, Astrid
15. Mayer, Mercer
16. McCloskey, Robert
17. Peet, Bill
18. Rojankovsky, Feodor
19. Scarry, Richard
20. Spier, Peter
21. Tresselt, Alvin
22. Tudor, Tasha

APPENDIX C

PUBLISHED MATERIALS

Listed are the names and publishers of various commercial materials designed for use with reading readiness objectives. After the name of each publisher is a code letter representing a specific type of material: a = audio materials; b = children's books; s = skills materials. Some materials may include more than one reference code.

1. ABC Serendipity (Bowman) b
2. Audio Reading Progress Labs (Educational Progress Corp.) a, s
3. Challenge Kits (Challenge) a, s
4. Codebook Series (J. B. Lippincott) s
5. Developmental Reading Text Workbooks (Bobbs-Merrill) s
6. Dolch Puzzle Books and Games (Garrard) s
7. Early Learning for Reading (Educational Progress Corp.) a, s
8. EARS (Individualized Instruction Co.) a, s
9. Easy Readers (Grosset and Dunlap) b
10. First Talking Alphabet (Scott, Foresman) a, s
11. Ginn Word Enrichment Program (Ginn and Co.) a, s
12. High Intensity Learning System- Reading (Random House Educational Division) a, b, s
13. I Can Read Books (Harper and Row) b
14. Individualized Reading From Scholastic (Scholastic) b, s
15. Instant Readers (Holt, Rinehart and Winston) a, b
16. Joan Hanson Word Books (Lerner Publications) b
17. Kinder-Fun Series (Ann Arbor Publishers) s
18. Learning with Laughter (Scott Education Division) a, s
19. A Listening -Reading Program (D. C. Heath) a, s
20. Match and Check (Scott, Foresman) s
21. Michigan Language Program (Random House) a, s
22. Mini-Systems Programs (D. C. Heath) a, s
23. MCP Phonics Program (Modern Curriculum Press) s
24. Monster Books (Bowmar) b
25. New Linguistic Block Series (Scott, Foresman) s
26. Our Book Corner (Addison-Wesley, Juvenile Division) b
27. Owl Books (Holt, Rinehart and Winston) b
28. Patterns, Sounds and Meaning (Allyn and Bacon) s
29. Phonics is Fun Program (Modern Curriculum Press) s
30. Picto-Cabulary Basic Word Set (Barnell Loft) s
31. Play'n Talk (Play'n Talk International Headquarters) a, s
32. Primary Readiness Environment Program (Random House) s
33. Puzzles from Scott, Foresman (Scott, Foresman) s
34. Read As You Listen (Scott Education) a, b
35. Reading Awareness (J. B. Lippincott) a, s

36. Reading: Beginnings, Patterns, Explorations (D. C. Heath) b, s
37. Rolling Phonics (Scott, Foresman) s
38. Rolling Readers (Scott, Foresman) s
39. Sights and Sounds (Random House) a, b
40. Skilstarters (Random House) b, s
41. Speech to Print Phonics (Harcourt Brace Jovanovich) s
42. Story Go Round (Noble and Noble) a, b
43. Study-Scope Labs (Benefic Press) s
44. Super Books (J. B. Lippincott) b, s
45. SVE Threshold to Reading (Singer Educational Division) a, b, s
46. Target Red, Blue, Yellow (Addison-Wesley) b, s
47. Time Machine Series (Addison-Wesley) a, b
48. Try This - Try This Too (Harcourt Brace Jovanovich) s
49. Wonder Starters (Grosset and Dunlap) b
50. Word-Roll (McCormick-Mathers) s

APPENDIX D

PUBLISHERS

Included in Appendix D are the names and addresses of various publishers that produce appropriate materials for use in reading readiness programs.

1. Addison-Wesley Publishing Co., Jacob Way, Reading, MA 01867
2. Allyn and Bacon, Inc., 470 Atlantic Ave., Boston, MA 02210
3. Ann Arbor Publishers, P.O. Box 388, Worthington, OH 43085
4. Barnell Loft, Ltd., 958 Church St., Baldwin, NY 11510
5. Benefic Press, 10300 West Roosevelt Rd., Westchester, ILL 60153
6. The Bobbs-Merrill Co., Inc., 4300 West 62nd Street, Indianapolis, IN 46206
7. Bowmar, P.O. Box 3623, 622 Rodier Dr., Glendale, CA 91201
8. Challenge, P.O. Box 3278, 7471 Greenbrush Ave., North Hollywood, CA 91609
9. David C. Cook Publishing Co., 850 N. Grove Avenue, Elgin, ILL 60120
10. DLM, 7440 Natchez Ave., Niles, ILL 60648
11. Educational Progress Corp., P.O. Box 45663, Tulsa, OK 74145
12. Garrard Publishing Co., 1607 N. Market St., Champaign, ILL 61820
13. Ginn and Co., Education Center, P.O. Box 2649, Columbus, OH 43216
14. Grosset and Dunlap, Inc., 51 Madison Ave., New York, NY 10010
15. Harcourt Brace Jovanovich, Inc., 757 Third Ave., New York, NY 10017
16. Harper and Row, Publishers, 10 East 53rd St., New York, NY 10022
17. Hayes School Publishing Co., Inc., 321 Pennwood Ave., Wilkinsburg, PA 15[illegible]
18. D. C. Heath and Co., 125 Spring St., Lexington, MA 02173
19. Holt, Rinehart, and Winston, Inc., 383 Madison Ave. New York, NY 10017

20. Ideal School Supply, 11000 S. Lavergne Ave., Oak Lawn, ILL 60453

21. Individualized Instruction, Inc., P.O. Box 25308, 1901 N. Walnut, Oklahoma City, OK 73125

22. Laidlaw Bros., Thatcher and Madison Sts., River Forest, ILL 60305

23. Lerner Publications, Co., 241 First Ave. N., Minneapolis, MN 55401

24. J. B. Lippincott Co., East Washington Sq., Philadelphia, PA 19105

25. Macmillan, Inc., 866 Third Ave., New York, NY 10022

26. McCormick-Mathers Publishing Co., 300 Pike St., Cincinnati, OH 45202

27. Modern Curriculum Press, 13900 Prospect Rd., Cleveland, OH 44136

28. Noble and Noble Publishers, Inc., 1 Dag Hammarskjold Plaza, New York, NY 10017

29. Play'n Talk International Hdqts., P.O. 18804, Oklahoma City, OK 73118

30. Rand McNally and Co., School Department, Box 7600, Chicago, ILL 60680

31. Random House, Inc., Educational Systems Division, 201 East 50th St., New York, NY 10022

32. Random House, Inc., School Division, 400 Hahn Rd., Westminster, MD 21157

33. Scholastic Book Services, 904 Sylvan Ave., Englewood Cliffs, NJ 07632

34. Scholastic Early Childhood Center, 904 Sylvan Ave., Englewood Cliffs, NJ 07632

35. Science Research Associates, Inc., 259 E. Erie St., Chicago, ILL 60611

36. Scott Education, 5 Lower Westfield Rd., Holyoke, MA 01040

37. Scott, Foresman and Co., 1900 Lake Ave., Glenview, ILL 60025

38. Singer Education Division, SVE, 1345 Diversey Pkwy., Chicago, ILL 60614

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2. Eliason, Claudia Fuhriman and Loa Thomson Jenkins. 1977. A Practical Guide to Early Childhood Curriculum. The C. V. Mosby Company, St. Louis.

*3. Flemming, Bonnie Mack and Darlene Softley Hamilton. 1977. Resources for Creative Teaching in Early Childhood Education. Harcourt Brace Jovanovich, Inc., New York.

4. Harris, Albert J. and Edward R. Sipay. 1977. How to Increase Reading Ability. David McKay Co., Inc., New York.

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7. Mager, Robert F. 1962. Preparing Instructional Objectives. Fearon Publishers, Belmont, Calif.

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9. Petty, Walter T. (Editor). 1976. Curriculum For the Modern Elementary School. Rand McNally College Publishing Co., Chicago.

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*12. Schickedanz, Judith A., Mary E. York, Ida Santos Stewart, and Doris White. 1977. Strategies for Teaching Young Children. Prentice-Hall, Inc., Englewood Cliffs, N.J.

13. Wallace, Gerald and Stephen C. Larsen. 1978. Educational Assessment of Learning Problems: Testing for Teaching. Allyn and Bacon, Inc., Boston.

*Denotes books that provide teaching activities for reading readiness instruction.